**Comprehensive Planning**

**School Level Planning**

**Offline Guidance Tool**

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**Comprehensive Planning (CP)**

**School Level Offline Planning Guide**

* All Pennsylvania schools that are required to submit school level plans by July 1, 2012, will submit the plans via a CP online tool to be available May 1, 2012.
* Until the CP online tool is available, Pennsylvania schools are encouraged to use this offline tool to develop and document school improvement plans.
* All Pennsylvania schools will use [www.pasip.org](http://www.pasip.org/) to access prepopulated PSSA and PVAAS data beginning on October 1, 2011.
* All Pennsylvania schools will access District Level and School Level Offline Planning Tools, AYP Implementation Assurance Documents, and school planning information at [www.pasip.org](http://www.pasip.org/)

Research Study

During the spring of 2010, PDE commissioned a research study to analyze and make recommendations regarding the current planning processes and tools used by LEAs and their alignment with the school improvement processes and tools. The study identified the need for a comprehensive process and tool that aligns LEA planning and school-level planning.

Comprehensive Planning Project

Under the direction of PDE, Capital Area Intermediate Unit and Delaware County Intermediate Unit are collaborating to design and develop a single, streamlined, yet systemic, comprehensive planning process and plan management system for LEAs and schools within the Commonwealth to ensure that:

* LEAs and their schools are using the same proven planning practices.
* All planning is collaborative, coordinated and representative of the participation of all stakeholders.
* School-level data analysis informs district-level planning; and district resources and activities directly support school improvement.

Contributors to Project

Bureau of Teaching and Learning Support, Bureau of Special Education, Bureau of Assessment & Accountability, Bureau of Career & Technical Education, Bureau of School Leadership and Teacher Quality, Center for Data Quality & Information Technology, Pennsylvania Intermediate Unit-Curriculum and Student Services Coordinators, PAIMS, IU 8, 10, 11, 12, 13, 15, 17, 20, 24, 25 & 27 Personnel, Pennsylvania Association for School Administrators, and The Education Policy and Leadership Center.

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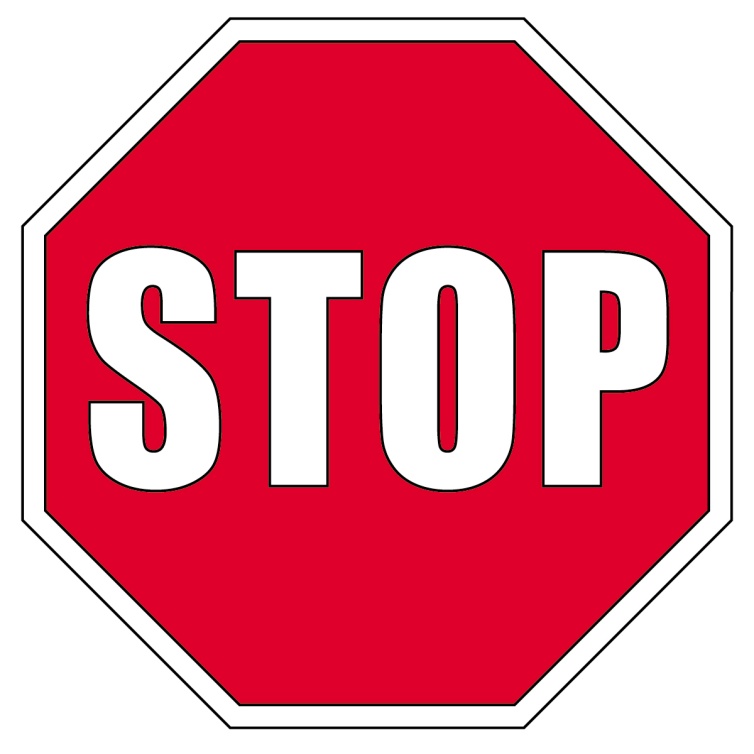
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**AND READ IMPORTANT INFORMATION BELOW**

**Important Instructions for Using this Offline Guidance Tool**

The release of this offline guidance tool on October 1, 2011, is to serve as a **preview** to the Comprehensive Planning Process training being conducted at an Intermediate Unit near you. It is **essential** that you attend one of these sessions. To register, please visit <http://tinyurl.com/CP-Process-Training-2011>.

Until your upcoming training, you may begin exploring the follow components of this offline guidance tool: School Profile, Assurances and the Analyze Data portion of the Needs Assessment.

This offline tool is to guide you during the process until the online tool is available on May 1, 2012. Therefore, you may download and save it for your school use. **This offline tool is best completed electronically as rows are designed to expand to your entries.** In some cases, you may need to insert rows when you want additional items such as Concerns, Strategies, Action Steps, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **Timeline**  **District-School Process Work Flow**  **Pilot Phase 1 Version** | **District Level Planning** | **School Level Planning** | |
| Jul-Sep 2011 | District and Schools receive AYP and School Improvement Status | | |
| Sep-Dec 2011 | Complete District Profile Questions | Complete School Profile Questions | |
| Complete Core Foundations Questions |  | |
| Complete Policy & Procedural Assurances | Complete Compliance Assurances | |
| Complete Needs Assessment: Analyze Data | Complete Needs Assessment: Analyze Data | |
|  | Complete Needs Assessment: Analyze Systems | |
|  | Communicate Prioritized Systemic Challenges to District | |
| Jan-Mar 2012 | Record Patterns School Systemic Challenges | **STOP & INFLUENCE**  **DISTRICT LEVEL PLAN** | |
| Complete Needs Assessment: Analyze Systems |
| Build District Level Plan |
| Mar-May 2012 | Communicate District Level Plan to Schools | Build School Level Plans | |
| May-Jun 2012 |  | Build School Level Plans | |
| **Jun 30 2012** | **Optional Submission for Peer Feedback** | **Submission of Identified School Level Plans** | |
| Jul 2012 | District Peer Feedback | Identified School Level Plans Reviewed | |
| Aug-Sep 2012 | Revisions to District Level Plan and School Level Plans | | |
| Sep-Jun 2012 |  | SLP Implementation | If necessary, repeat SLP process |
| Oct 2012 | Public Review of District Level Plan | SLP Implementation | If necessary, repeat SLP process |
| **Oct 30 2012** |  | **Assurance that Identified School Level Plans submitted by Jun 30 remains appropriate given new PSSA data** | |
| **Nov 2012** |  | SLP Implementation | If necessary, repeat SLP process |
| **Nov 30 2012** | **Final Submission of District Level Plan** | SLP Implementation | If necessary, repeat SLP process |
| Dec-Jan 2013 | PDE Team Review Begins | SLP Implementation | If necessary, repeat SLP process |
| Dec-Jun 2013 | District Budget Development | SLP Implementation | If necessary, repeat SLP process |
| Feb-Mar 2013 | District Presentation to Team of Reviewers | SLP Implementation | If necessary, repeat SLP process |
| April 30 2013 | Deadline for District Approval/Acceptance | SLP Implementation | If necessary, repeat SLP process |
| Jul 1 2013 | Implement Year 1 | SLP Implementation | Second submission, if necessary |
| Ongoing | Identify District and School successes and struggles associated with identified goals.  Also, record  evidence of implementation and evidence of effectiveness and revise, edit, add or delete district action goals. | | |

**Profile**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Name: | | | Washington High School | | | | | | |
| Street Address: | | | 201 Allison Avenue | | | | | | |
| Post Office (City/Town): | | | | Washington | | | | | |
| Zip Code: | | 15301 | | | | Phone Number: | 724-223-5080 | |
| Principal: | | Frank Rotunda | | | | | | | |
| Principal’s Email Address: | | | | | rotunda@washington.k12.pa.us | | | |
| District: | Washington | | | | | | CP Phase Number: |  | |
| Superintendent: | | | Dr. Roberta DiLorenzo | | | | | | |
| Superintendent’s Email Address: | | | | | | dilorenzo@washington.k12.pa.us | | | |

**Check the 2011 AYP Status of the School**

|  |  |
| --- | --- |
|  | Made AYP |
|  | Making Progress |
|  | Warning |
|  | School Improvement I |
|  | School Improvement II |
|  | Corrective Action I |
|  | Corrective Action II |

**School Level Planning Team**

The NCLB Act requires that Title I schools develop improvement plans in “consultation with parents, school staff, the local educational agency serving the school and outside experts” {§116(a) (3) (A)}—all should be represented in the planning teams of Title I schools. The Pennsylvania Department of Education encourages all schools to maximize the contributions of outside experts and all of the school’s stakeholder groups in the development of improvement plans and believes that the Principal or CAO should be an essential member if not the leader of a planning team.

|  |  |
| --- | --- |
| Name of Team Member | Team Member’s Role[[1]](#footnote-1) |
| Robert Mihelcic | Principal |
| Barbara Jones | English Teacher |
| Chet Henderson | Social Studies Teacher |
| Paul Kostelnik | Math Teacher |
| Sharon Thistlethwaite | Technology Integrator/Data Coordinator |
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**Assurances**

The following are statements that describe the Pennsylvania Department of Education’s expectations for schools *required* to develop, submit and implement improvement plans. Title I schools are *required* to meet an extensive list of expectations based upon NCLB regulations. These expectations are listed in the designated section below. All schools are encouraged to consider the NCLB regulations as improvement plans are developed.

|  |  |
| --- | --- |
|  | Check if this is a Title 1 School |
| **x** | Check if this school has an AYP Status of Corrective Action I or II |

**All schools** required to complete improvement plans must assure to the Pennsylvania Department of Education the school’s compliance with the following expectations by:

* Developing and implementing an improvement plan that meets the expectations described by Assurances 1, 2 and 3.
* Verifying the school’s assurance to PDE that each expectation is being fulfilled by placing an “X” beside the applicable statements that follow and by submitting the Assurance of Quality and Accountability upon approval of the improvement plan by the School Board.

|  |  |
| --- | --- |
| **x** | Assurance 1: This School Improvement Plan contains Action Plans that address each reason why the school failed to make adequate yearly progress. |
| **x** | Assurance 2: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources. |
| **x** | Assurance 3: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA. |

**All Title I schools** required to complete improvement plans must assure to the Pennsylvania Department of Education the school’s compliance with the following expectations by:

* Developing and implementing an improvement plan that meets the expectations described by Assurances 4 through 21.
* Verifying the school’s assurance to PDE that each expectation is being fulfilled by placing an “X” beside the applicable statements that follow and by submitting the Assurance of Quality and Accountability upon approval of the improvement plan by the School Board.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Assurance 4: If in Corrective Action I or II, the District Supplement has been completed by the district and shared with the school improvement planning team concurrent with the beginning of the school improvement planning process. | | |
|  | | Assurance 5: The school improvement plan covers a two-year period. | | |
|  | | Assurance 6: The school has adopted and/or continued policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all relevant groups of students will meet the state’s proficiency level of achievement. | | |
|  | | Assurance 7: At least one action plan addresses the strengthening of the school’s core academic subjects by addressing with research-based strategies the specific academic issues that caused the school to be identified for school improvement. | | |
|  | | Assurance 8: At least one action plan incorporates, as appropriate, activities that extend instructional time before school, after school, during the summer, and/or as an extension of the school year. | | |
|  | | Assurance 9: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan. | | |
|  | | Assurance 10: Not less than 10% of the Title 1 funds made available to the school have been allocated to implement the professional development activities and initiatives specified in the Action Plans herein. | | |
|  | | Assurance 11: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, will meet the Pennsylvania’s proficient level of achievement on the PSSA Reading and Math assessments on or before the Spring 2014 PSSA testing. | | |
|  | | Assurance 12: Title 1 funds have been allocated to professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement. | | |
|  | | Assurance 13: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities. | | |
|  | | Assurance 14: Shortly after the school’s AYP Status is released, each parent will be notified of the AYP status by letter. | | |
|  | | Assurance 15: The AYP Status notification letter will include an explanation of what the status means, as well as how the AYP Status was determined. | | |
|  | | Assurance 16: The AYP Status notification letter will compare the school to other schools in the district and state. | | |
|  | | Assurance 17: The AYP Status notification letter will include a concise description of what the school is doing to address the AYP Status. | | |
|  | | Assurance 18: The AYP Status notification letter will explain how parents may become involved in addressing the academic issues that caused the school to be identified for improvement. | | |
|  | | Assurance 19: The AYP Status notification letter will explain parents’ option to transfer their child to another public school and obtain supplemental educational services. | | |
|  | | Assurance 20: Communication with parents regarding school improvement efforts will occur via the following strategies (check all that apply): | | |
|  | |  | School web site | |
|  | |  | School Newsletter | |
|  | |  | PTA website | |
|  | |  | District web page | |
|  | |  | WikiSpaces, Yahoo, Facebook, etc. | |
|  | |  | Board meeting presentations | |
|  | |  | Town hall meetings | |
|  | |  | District’s annual report | |
|  | |  | District report card | |
|  | |  | Press releases to local media | |
|  | |  | AYP status notification letter as per NCLB regulations | |
|  | |  | Yearly letter to parents | |
|  | |  | Periodic mailings/letters, postcards, etc. | |
|  | |  | Short Message Systems (phone blasts) | |
|  | |  | Short Message Systems (email blasts) | |
|  | |  | Invitations to planning (etc.) meetings | |
|  | |  | Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc. | |
|  | |  | Special all-school evening event to present improvement plan | |
|  | |  | Monthly PTO meetings | |
|  | |  | Regular Title 1 meetings | |
|  | |  | Parent advisory committee meetings | |
|  | |  | Parent-Teacher Conferences | |
|  | |  | Home-school visits | |
|  | |  | School Improvement Brochure | |
|  | |  | Student Handbook | |
|  | | Assurance 21: Rigorous and attainable goals have been set in Reading and Math for each grade level and all relevant subgroups for the 2012-2013 school year. | | |

**Title I Schools in Corrective Action**

If the school is a Title I school assigned a status of **Corrective Action**, indicate which of the following corrective actions will be implemented by the LEA for the school (check all that apply):

|  |  |  |
| --- | --- | --- |
|  | Option 1 | Replace the school staff relevant to the failure to make Adequate Yearly Progress. |
|  | Option 2 | Institute and fully implement a new curriculum, including providing appropriate professional development for relevant staff that is based on scientifically-based research and offers substantial promise for improving educational achievement for low-achieving students and enabling the school to make Adequate Yearly Progress. |
|  | Option 3 | Significantly decrease management authority at the school level. |
|  | Option 4 | Appoint an outside expert to advise the school on its progress, based on its school plan. |
|  | Option 5 | Extend the school year or school day. |
|  | Option 6 | Reorganize the internal organizational structure of the school. |

The option(s) indicated above must be reflected in at least one of the school’s Goal Action Plans.

In addition at least one of the school’s Goal Action Plans must document the incorporation of technical assistance. **The district is required to provide Technical Assistance** in order to help the school make progress toward all students becoming proficient.

**Needs Assessment**

**Analyze Data—School Level**

A. The following prepopulated data will be available on October 1, 2011, at [www.pasip.org](http://www.pasip.org)

* AYP Results: By relevant subgroup for Reading and for Math
* AYP Results: School Test Participation
* AYP Results: School Attendance (K-8 Schools only)
* AYP Results: School Graduation Rate (HS only)
* PSSA and PVAAS Reading and Math data by whole school, grade and subgroup

B. Locally Relevant Data and System Analysis

* *Getting Results* encourages schools to analyze 14 systems found in schools to determine which system(s) might be strengthened in order to improve student achievement and/or performance.
* Before proceeding further, review the 14 systems listed on the following page. (For further clarification, characteristics of each system are associated with School Level Guiding Questions listed on a following page entitled *Systems in Schools-Full Version*.)
* The analysis of prepopulated data (found at [www.pasip.org](http://www.pasip.org)) can inform system analysis. School-or District-generated data related to systems within schools can be even more informative.
* Add to the table below specific sources of locally generated data that can inform the analysis of the 14 identified systems. Schools in improvement should particularly consider data sources relevant to those systems that may be related to why the school failed to meet AYP.
* Be as specific as possible: If a data source yields different categories of data, each of which might pertain to different systems, list each data category separately (be sure to include the data source with each data category listed in the table).
* For each data source listed in the table, indicate by number the systems for which the source will yield locally generated, system relevant data.

**Table of Locally Generated, System Relevant Data Sources**

|  |  |
| --- | --- |
| List Locally Relevant Data Sources and its corresponding data categories—(Demographics, Perceptions, Contextual and Achievement) | System Number(s) |
| Prosoft: |  |
| Attendance Rates | 5,7,6 |
| Drop Out Rates | 5,7 |
| Subgroups/Special Populations | 4, 6 |
| ESL | 4 |
| Mobility Rates | 5, 7 |
| Student Course surveys | 9 |
| Department Meetings | 1,2,3,9 |
| Curriculum Summits | 1,2,3,10,9 |
| PATi Surveys | 12,8 |
| Course Book | 7 |
| Atlas Rubicon Curriculum Maps | 3,1, |
| Edline | 13, 14 |
| IEP writer/EdInsight | 10 |
| Parent-Teacher Conference Day and IEP meetings | 14 |
| SAP | 13,12,5 |
| Teen Outreach | 13,12,5 |
| Peer Remediation | 13,12,5 |
| Social Services (CYS, Washington Communities, Social Worker on site) | 13,12,5 |
| Truancy Intervention Prevention Program (Try Again Homes Counselor) | 13,12,5 |
| Professional Development Days | 1,2,3,11,9 |
| Professional Needs Assessment Survey | 8,12 |
| AR, Study Island, Keys to Work, After School Tutoring, College Interns (Vista), LeMoyne Center Tutoring, Common Ground Teen Center Tutoring, | 4, 5 |
| Alternative Education | 4,5, |
| PSSA, 4Sight Benchmark Tests, PLAN, PSAT, Grades, Mid-term, Finals, CDT’s | 1,2,3,4,7 |
| Summer School | 13,12,5,7, |

**Systems in Schools**

*CURRICULUM, INSTRUCTION AND ASSESSMENT SYSTEMS*

System #1 A system exists within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students.

System #2 A system exists within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

System #3 A system exists within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices.

*STUDENT-FOCUSED SYSTEMS*

System #4 A system exists within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

System #5 A system exists within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged.

System #6 A system exists within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so for both Math and Reading.

System #7 (High Schools Only—Graduation Rate) A system exists within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

*PROFESSIONAL DEVELOPMENT SYSTEMS*

System #8 A system exists within the school that fully ensures professional development is focused, strategic and implemented with fidelity.

System #9 A system exists within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

System #10 A system exists within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

*ADMINISTRATIVE MANAGEMENT SYSTEMS*

System #11 A system exists within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement.

System #12 A system exists within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission.

System #13 A system exists within the school that fully ensures that each member of the school community promotes, enhances and sustains a shared vision of positive school climate.

System #14 A system exists within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process.

C. Identification of Student Accomplishments and Concerns:

* Review all data identified as being relevant to the school’s systems (e.g. AYP results, prepopulated Reading and Math data and locally generated, system-relevant data).
* Identify data-substantiated results that represent student achievement and/or performance accomplishments and identify those results that represent concerns about student achievement and/or performance.
* Identify the accomplishments and concerns that the School Level Planning (SLP) Team deems to be the most significant (up to 10 each; at least one accomplishment and one concern should be listed); list them in order of significance in the appropriate table below.
* It is important that the data used to identify and prioritize the following accomplishments and concerns be readily available should LEA or SEA administrators, school board members, school staff, parents or other stakeholders desire to see the supporting data.

**Table of Significant School Level Achievement and/or Performance Accomplishments (Required)**

|  |  |
| --- | --- |
| 1 | **Every relevant subgroup met the 95% participation target in Math and Reading.** |
| 2 | **Grade 11 met or exceeded the standard for PA Academic Growth in math and reading.** |
| 3 | **The “All Student Group” met performance targets with the help of the special provision in Math.** |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |

**Table of Significant School Level Achievement and/or Performance Concern (Required)**

|  |  |
| --- | --- |
| 1 | **Not all grades show a positive three year trend in Reading.** |
| 2 | **The proficiency gap has increased between every relevant subgroup and the “All Student Group” in Reading.** |
| 3 | **Not all grades show a positive three year trend in Math.** |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |

D. Identification of School-Related Reasons for Student Accomplishments and Concerns:

* SLP Teams are encouraged to discuss school related policies, practices, procedures and/or perceptions that may be school-based reasons for identified student accomplishments and concerns.
* For future reference, record the possible reasons for accomplishments or concerns in the following table.
* In the table, indicate whether there is specific data that substantiates the relationship between the identified reason and the accomplishment or concern. If yes, be prepared to cite and provide the specific data if requested.

**Possible School Level Reasons for Accomplishments or Concerns**

|  |  |  |  |
| --- | --- | --- | --- |
| Accomplishment  Number | Concern  Number | Possible School-Related Reasons for Accomplishments or Concerns | Is there supporting data? YES/NO |
| 2 |  | Curriculum is aligned to standards, interventions are in place to meet needs | yes |
| 1 |  | Monitoring occurred to ensure that all enrolled students took the test. | YES |
| 3 |  | Curriculum is aligned to standards, interventions are in place to meet needs | YES |
|  | 1 | There is a significant correlation between non-proficient students and an increase in behavior/discipline referrals and poor attendance. | YeS |
|  | 2 | There is a significant correlation between non-proficient students and an increase in behavior/discipline referrals and poor attendance. | YES |
|  | 3 | There is a significant correlation between non-proficient students and an increase in behavior/discipline referrals and poor attendance. | YES |
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**Analyze Systems—School Level**

Less than full implementation of a system associated with effective schools may represent a Systemic Challenge. Systemic Challenges provide opportunities for schools to confront systemic deficiencies, which may be a cause of insufficient student achievement or performance that fails to meet the expectations of a school, school district, community and/or the Pennsylvania and/or Federal Departments of Education.

The *Getting Results* System Analysis process is intended to prompt and structure data-supported, analytical discussions about systems within schools. It is the hope that these discussions will lead to the identification of Systemic Challenges deemed significant enough to warrant the design and implementation of School Level Action Plans that are focused on confronting and overcoming the identified challenges.

Identifying and repairing a malfunctioning component of a system, based upon the assumption that doing so will improve the system, is not likely to bring the same level of improvement that can result from an Action Plan developed from a whole-system perspective.

The highly complex organization that is a school is improved by focusing on the entire system, which is composed of component systems, each of which interacts and influences all other component systems. Changes to a component system will directly or indirectly affect the functioning of all other component systems; therefore, SLP Teams are encouraged to consider how potential interventions for a component system will influence the capacity of the complex system that is a school to positively impact student achievement or performance.

**Suggested process:**

A. Using whatever normative group process the SLP Team deems appropriate, the School Level Guiding Questions (SLGQs) and related characteristics should be reviewed with the intent of answering each of the 14 SLGQs either “YES” or “NO.”

* SLGQs are aligned and matched by number with the Systems listed on a previous page.
* The next few pages can be used as a survey to identify whether or not system characteristics are present in a school. These pages also can and have served as a thought-provoking guide for discussion.
* For each system, if ALL of the characteristics described below a SLGQ are present in a school, the answer to the SLGQ should be “YES.” If one or more characteristics are not present in a school, the answer to the SLGQ should be “NO.”
* RECORD ANSWERS TO THE SLGQs ON THE PAGE ENTITLED *Responses to School Level Guiding Questions.*

B. After recording your answers, review all of the SLGQs with “NO” responses. A “NO” response points to a Systemic Challenge. The next step is prioritizing your Systemic Challenges. Thus, follow the directions on the page entitled *Prioritize Systemic Challenges Worksheet*.

**Systems in Schools (Full Version)**

**School Level Guiding Questions with System Characteristics**

The descriptions of systems associated with School Level Guiding Questions, as well as descriptions of system characteristics, have evolved over several years and represent the current thinking of PDE and intermediate unit educators regarding systems associated with effective schools. The descriptions of systems contained herein will continue to be challenged and refined moving forward: Future users of this process will likely find additions, deletions, and modifications have been made. These changes will reflect the evolving thinking of those Pennsylvania educators who are intimately involved in the Comprehensive Planning process.

*CURRICULUM, INSTRUCTION AND ASSESSMENT SYSTEMS*

**SLGQ #1 Is there a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students?**

Such a system, if fully implemented, would have the following characteristics:

1.1 The curricula for all courses and content areas clearly delineate what students are supposed to know and be able to do, i.e. there are written competencies for all courses.

1.2 The curricula for all courses and content areas for which related State Standards have been established are aligned with those State Standards.

1.3 Teachers across all classrooms consistently base lesson design on the competencies included in the established curricula.

1.4 All students have the opportunity to demonstrate proficiency in a grade-level core curriculum, supported with interventions as needed.

1.5 The administrative team has a working knowledge of standards-aligned curricula for all grades within the school.

1.6 The administrative team holds all staff members accountable for consistent implementation of the standards-aligned curriculum.

**SLGQ #2 Is there a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms?**

Such a system, if fully implemented, would have the following characteristics:

2.1 Research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

2.2 All classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

2.3 The administrative team has a working knowledge of effective instructional practices appropriate for all grade levels within the school.

2.4 The administrative team holds all staff members accountable for consistent implementation of effective instructional practices.

**SLGQ #3 Is there a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices?**

Such a system, if fully implemented, would have the following characteristics:

3.1 Standards-aligned benchmark assessments are used to monitor the progress of student achievement.

3.2 Standards-aligned benchmark assessment results are used to adjust instruction for students whose achievement progress does not meet expectations.

3.3 Standards-aligned assessments are used formatively by teachers and students at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.

3.4 Standards-aligned summative assessment results are used to make program decisions.

3.5 Standards-aligned assessment results disaggregated by learning targets are used to make decisions related to curricular content and instructional practices.

3.6 Diagnostic assessments are used as needed to ascertain students’ strengths, weaknesses, knowledge and skills.

3.7 The school has scheduled time for school staff to analyze assessment data as it relates to the effectiveness of instructional practices in a timely manner.

3.8 The administrative team is actively involved in the analysis of student assessment data at the building level.

*STUDENT-FOCUSED SYSTEMS*

**SLGQ #4 Is there a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness?**

Such a system, if fully implemented, would have the following characteristics:

4.1 A universal screening process is in place to proactively identify students academically at risk.

4.2 Diagnostic assessments are used to target appropriate interventions for students academically at risk.

4.3 An intervention infrastructure exists in the school, which identifies appropriate materials and resources that are linked to student needs at all three RTII tiers.

4.4 The school staff conducts ongoing monitoring of student progress based on appropriate data to determine the effectiveness of interventions.

4.5 School staff members adjust interventions when a student’s assessment results or other measures of performance indicate prescribed interventions have not been effective.

**SLGQ #5 Is there a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged?**

Such a system, if fully implemented, would have the following characteristics:

5.1 Teachers and school administrators implement specific classroom and school-wide practices to reengage students who are not actively participating in the learning process.

5.2 School policies promote frequent monitoring of student attendance data.

5.3 Student attendance data is used to identify students that are chronically absent or late.

5.4 Interventions are provided for students who are chronically absent or late.

5.5 School staff members adjust attendance interventions when a student’s attendance records indicate prescribed interventions have not been effective.

**SLGQ #6 Is there a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so for both Math and Reading?**

Such a system, if fully implemented, would have the following characteristics:

6.1 A staff member or team of staff members review and verify, within the time parameters established by the Pennsylvania Department of Education, that all pertinent student information in PIMS is accurate for every student.

6.2 A staff member or team of staff members monitor attendance for each PSSA testing period, tracks those students who are absent, and follows up with those students to ensure they complete all missed PSSA tests during the make-up sessions.

6.3 The leadership team of the school communicates testing dates with students and parents via multiple methods accompanied by messages that indicate the importance of each student’s participation in the PSSA process.

**SLGQ #7 (High Schools Only—Graduation Rate) Is there a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years?**

Such a system, if fully implemented, would have the following characteristics:

7.1 There is a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

*PROFESSIONAL DEVELOPMENT SYSTEMS*

**SLGQ #8 Is there a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity?**

Such a system, if fully implemented, would have the following characteristics:

8.1 Professional development is based upon the needs assessments that are aligned with the school’s instructional priorities.

8.2 Professional development is planned across a 3- to 5-year span.

8.3 Professional development is limited to no more than six priorities.

8.4 Building administrators actively participate in professional development activities with their staff and can articulate key features of the initiative, including what it looks like in the classroom.

8.5 Classroom practices are monitored to assure fidelity of implementation of professional development initiatives.

8.6 The majority of professional development resources (time, money and people) are used to support ongoing implementation.

**SLGQ #9 Is there a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice?**

Such a system, if fully implemented, would have the following characteristics:

9.1 The school has scheduled time periods for teachers and administrators to reflect on professional practice as it relates to the progress of student learning.

9.2 School staff uses data meeting protocols to guide the presentation and analysis of data and the documentation and reporting of findings.

9.3 School staff members collaboratively review multiple data sources, including student work, to collaboratively identify instructional practices that are associated with improved student performance.

9.4 Technology is regularly used to access and analyze information used to inform teaching practice.

**SLGQ #10 Is there a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed?**

Such a system, if fully implemented, would have the following characteristics:

10.1 All new teachers and administrators complete a required induction and mentoring program.

10.2 There is a system in place that provides support and intervention for professional employees whose practice has been formally identified as being in need of improvement.

*ADMINISTRATIVE MANAGEMENT SYSTEMS*

**SLGQ #11 Is there a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement?**

Such a system, if fully implemented, would have the following characteristics:

11.1 All teachers are highly qualified in their content areas.

11.2 Highly qualified and culturally proficient[[2]](#footnote-2) staff are attracted to the school, hired in a timely fashion and retained.

11.3 Expert teachers and specialists are matched with the students most in need.

**SLGQ #12 Is there a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission?**

Such a system, if fully implemented, would have the following characteristics:

12.1 Essential and accurate student, personnel, programmatic and operational data is obtained and reported out to appropriate staff members in a timely manner.

12.2 Technology is used to access and analyze information that informs decision making regarding the allocation of resources.

12.3 Data is used to guide and justify the allocation and alignment of resources (infrastructure: facilities, technology, human resources, scheduling, etc.).

12.4 Funding sources support the integration of resources to address instructional priorities that are aligned with the school’s vision and mission.

12.5 Teachers have the resources they need to implement standards-aligned instructional practices.

**SLGQ #13 Is there a system within the school that fully ensures that each member of the school community promotes, enhances and sustains a shared vision of positive school climate?**

Such a system, if fully implemented, would have the following characteristics:

13.1 School rules, policies and procedures are sufficient to establish clear and consistent boundaries that support a positive school climate.

13.2 School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

13.3 The school leadership team gathers and shares accurate and reliable perceptual data about school climate from students, staff and parents as part of a continuous improvement process.

13.4 A behavior support team exists and responds promptly and proactively to students with chronic problem behaviors.

13.5 The school environment is clean and well maintained.

13.6 As a regular practice teachers and students are recognized for accomplishments in personal achievement, service and/or leadership.

**SLGQ #14 Is there a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process?**

Such a system, if fully implemented, would have the following characteristics:

14.1 School staff members display through words and actions that they value all children and welcome family and community members as partners and contributors to the teaching/learning process.

14.2 It is not uncommon for teachers and administrators to take part in student participation opportunities outside of the school day that support students’ academic and/or social needs.

14.3 There is a school plan being implemented that engages families in their children’s school life in a manner appropriate to the characteristics of the families served.

14.4 All teachers communicate on a regular basis with families about their children’s progress.

**Responses to School Level Guiding Questions (Required)**

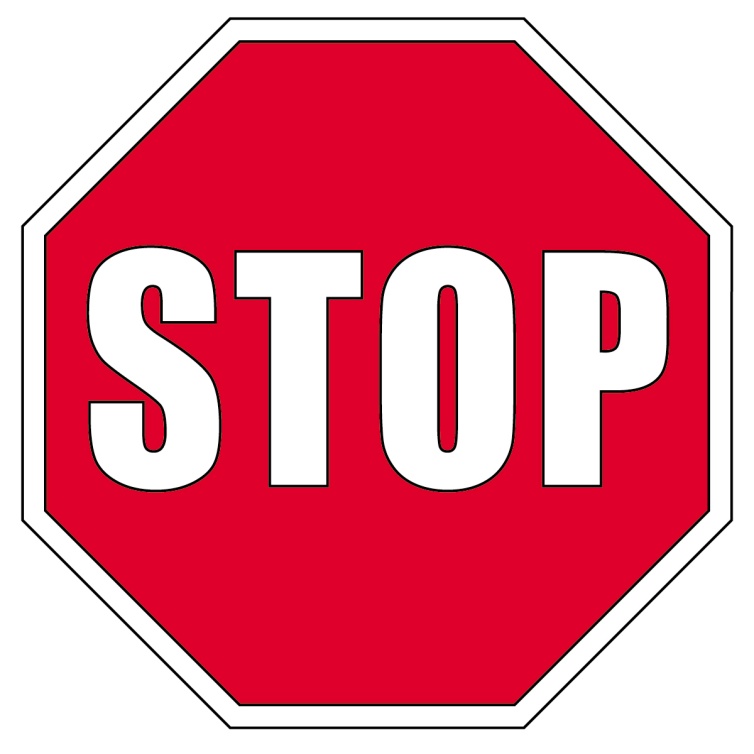
In the following table, document the responses to School Level Guiding Questions as determined by the School Level Planning Team.

|  |  |  |
| --- | --- | --- |
| **SLGQ #** | **School Level Guiding Questions** | **Y/N** |
| **SLGQ 1** | Is there a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students? | **n** |
| **SLGQ 2** | Is there a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms? | **n** |
| **SLGQ 3** | Is there a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices? | **y** |
| **SLGQ 4** | Is there a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness? | **n** |
| **SLGQ 5** | Is there a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged? | **y** |
| **SLGQ 6** | Is there a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so for both Math and Reading? | **y** |
| **SLGQ 7** | (High Schools Only—Graduation Rate) Is there a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years? | **y** |
| **SLGQ 8** | Is there a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity? | **n** |
| **SLGQ 9** | Is there a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice? | **y** |
| **SLGQ 10** | Is there a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed? | **y** |
| **SLGQ 11** | Is there a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement? | **y** |
| **SLGQ 12** | Is there a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission? | **y** |
| **SLGQ 13** | Is there a system within the school that fully ensures that each member of the school community promotes, enhances and sustains a shared vision of positive school climate? | **y** |
| **SLGQ 14** | Is there a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process? | **y** |

**Prioritize Systemic Challenges Worksheet (Required)**

* The links between **SLGQs** and **Systemic Challenges** listed below are indicated by SLGQ numbers.
* Identify the **SLGQs** that were answered “NO” by highlighting the corresponding **Systemic Challenges**.
* Prioritize the highlighted **Systemic Challenges**: The challenge most likely to have a significant impact on student achievement would have the highest priority. ***Related exercise***: For each of the concerns listed on a previous page, reflect upon which of the identified challenges has been a direct or indirect cause of the concern.
* Schools that did not make AYP because of Test Participation must indicate **SLGQ 6** as a top 4 priority.
* Schools that did not make AYP because of Graduation Rate must indicate **SLGQ 7** as a top 4 priority.
* Record the priority of each highlighted **Systemic Challenge** in the right hand column.
* The (up to four) highest priority **Systemic Challenges** will be the focus of **Action Plans**.
* Copy each of the (up to four) highest priority **Systemic Challenges** as a **Goal** into an **Action Plan Worksheet**. (Located at the back of this document)

|  |  |  |
| --- | --- | --- |
| **SLGQ #** | **Systemic Challenges** | **P** |
| **SLGQ 1** | Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students. | **1** |
| **SLGQ 2** | Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. | **2** |
| **SLGQ 3** | Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices. |  |
| **SLGQ 4** | Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. | **3** |
| **SLGQ 5** | Establish a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged. |  |
| **SLGQ 6** | Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so for both Math and Reading. |  |
| **SLGQ 7** | (High Schools Only—Graduation Rate) Establish a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years. |  |
| **SLGQ 8** | Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity. | **4** |
| **SLGQ 9** | Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice. |  |
| **SLGQ 10** | Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed. |  |
| **SLGQ 11** | Establish a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement. |  |
| **SLGQ 12** | Establish a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission. |  |
| **SLGQ 13** | Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate. |  |
| **SLGQ 14** | Establish a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process. |  |

****

IF YOUR DISTRICT IS CURRENTLY IN THE PROCESS OF DISTRICT LEVEL PLANNING, THEN YOU MUST COMMUNICATE YOUR PRIORITIZED SYSTEMIC CHALLENGES TO CP COMMITTEE AT THIS TIME.

BEFORE MOVING TO *BUILD SCHOOL LEVEL PLAN*, STOP AND WAIT UNTIL THE DISTRICT LEVEL PLAN HAS BEEN COMMUNICATED TO YOUR SCHOOL. HOWEVER, BE SURE YOU ARE INVOLVED WITH DISTRICT LEVEL PLANNING.

IF YOUR DISTRICT IS NOT CURRENTLY IN THE PROCESS OF DISTRICT LEVEL PLANNING, THEN MOVE IMMEDIATELY TO *BUILD SCHOOL LEVEL PLAN.*

**Action Planning**

The School Level Plan (SLP) collectively consists of each of the School Level Goal Action Plans. Each action plan consists of strategies implemented through action steps geared towards accomplishing the identified goal. At minimum the SLP should address at least **one** of the highest priority Systemic Challenges documented on the Systemic Challenge Worksheet. You may address up to **four** systemic challenges.

The development of Goal Action Plans provides opportunities to address systemic deficiencies that contribute to insufficient student achievement or performance, which fails to meet the expectations of a school, school district, community, and/or the Pennsylvania and/or Federal Departments of Education.

A SLP that is focused on a Systemic Challenges is intended to enhance a component system within a school. SLP teams are encouraged to remember that changes to a component system has the potential to affect the functioning of all other component systems; therefore, SLP teams are encouraged to consider how each Goal Action Plan will influence the capacity of the complex system that is a school to positively impact student achievement or performance.

The plans of schools in Corrective Action must address the corrective actions selected by the district and at least one of the Goal Action Plans must document the technical assistance the district is required to provide to the school.

SL Goal Action Plan Directions

Step 1: Record the highest priority Systemic Challenge documented in the Systemic Challenge Worksheet in the Goal section of the Goal #1 Action Plan Worksheet—the statement is now the Goal of the Action Plan. Record the second highest priority Systemic Challenge in Step 1 of the Goal #2 Action Plan Worksheet, etc.

Step 2: One or more Indicators of Effectiveness should be identified and documented. These indicators describe the level of student achievement or performance a SLP team will accept as evidence that the Action Plan is having the impact intended.

Step 3: In addition to summative Indicators of Effectiveness, SLP teams are encouraged to include formative Indicators of Effectiveness that will provide insight into the impact of the Action Plan during the course of its implementation.

Step 4: SLP teams are encouraged to review their discussions of system characteristics and identify any and all aspects of the system identified as a challenge that could be strengthened.

Step 5: SLP teams are encouraged to not only identify areas for strengthening, but to ask and discuss why these areas have not been improved in the past. These discussions can identify underlying causes that may be worthy of Action Steps that comprise the Action Plan.

Step 6: (Transition from PASIP to CP-School Level Planning) SLP teams of schools currently implementing a school improvement plan should identify any Action Plans in the plan being implemented that were designed to address any of the high priority Systemic Challenges for which an Action Plan will be developed. If so, SLP teams should evaluate the effectiveness of the Action Plans presently being implemented in addressing the identified Systemic Challenge(s). If deemed effective, SLP teams should consider continuing essential elements of the identified Action Plans into Action Plans.

Step 7: Record the research-based strategy or strategies that have been selected to address the Action Plan Goal in the Strategy section.

**(See Appendix for List of PDE Recognized Strategies)**

* What specific telecommunications and information technologies (such as access to the Internet, access to remote databases, distance learning, etc.) are useful in helping you reach your goal?
* What are the specific resources (e.g., trainers, selected curricular software, Internet access, links to subscribed databases, etc.) that you plan to help reach your goals for improved teaching and learning?
* What are the specific resources, strategies and activities that you plan to implement to ensure that all of your staff is ready to use and maintain technology?

Step 8: Title I schools are required to include at least one research-based strategy in each Action Plan. The SLP teams of all schools are encouraged to include practices that research indicates are likely to be successful in addressing Action Plan Goals.

**(See** **Appendix for List of PDE Recognized Strategies)**

Step 9A: The Action Steps should document all of the actions needed to fully reach the Goal of the Action Plan. This includes steps for planning implementation, implementation of research-based strategies, professional development, monitoring of implementation, assessment practices and resource procurement and management.

Step 9B: For schools that are required to submit an school level plan, there is not a required number of Action Steps in an Action Plan; rather, the number of Action Steps should equal the number needed to fully implement the strategies and reach the Action Plan Goal.

Step 9C: Each Action Plan should have a three-year implementation horizon. Each year that a school is either required or voluntarily choses to implement an improvement plan, SLP Teams will evaluate the effectiveness of Action Plans in addressing Systemic Challenges with the goal of modifying and/or extending the Action Plans.

Step 10: SLP teams are not required to document resource procurement and allocations in improvement plans; however, schools that are required to submit School Level Plans to PDE must assure that the resources needed for full implementation of the improvement plan have been identified.

Therefore, the necessary approvals were obtained to allow the procurement and allocation of these resources. Further documentation of the resources needed for full implementation of the improvement plan, including specific budgetary information, should be available for review upon request by the LEA or SEA.

Title I schools required to submit School Level Plans must meet proscribed funding guidelines regarding professional development—see the Assurances section of this planning guide.

IMPORTANT NOTES

Four School Level Goal Action Planning Worksheets are located within this document. To download additional School Level Goal Action Plan Worksheets visit <http://tinyurl.com/SL-Goal-Action-Plan-Worksheet>.

When identifying an Action Step as a Professional Development activity, an **optional** Professional Development Action Step Worksheet is available for your planning purposes at the end of this document. To download additional worksheets visit <http://tinyurl.com/SL-PD-Action-Step-Worksheet>.

**SL Goal #1 Action Plan Worksheet**

Will this Action Plan address the specific reason why the school did not make AYP \_\_\_Y\_\_

|  |
| --- |
| **Goal** |
| Place the highest priority **Systemic Challenge** in the cell below—this is the **Goal** of the **Action Plan**: |
| Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students. |

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| **Indicators of Effectiveness** | | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. | Is the Indicator summative or formative? |
| January 2012 – January 2014 PSSA Math and Reading | PSSA scores will increase by 10% for all students and 12% for every relevant subgroup each year from 2011 to 2014. | Summative |
| 4Sight Scores January 2012 to January 2014 Math and Reading | The January scores for the same cohorts will increase by 10% from the previous January. | Formative |
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| **Strategies** | |
| Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1) | |
| **Strategy 1:** | Realignment of math course sequence to ensure that all students receive four years of math, including Algebra I, Algebra II, and Geometry by their senior year. SLGQ #1.2 under curriculum, instruction and assessment systems. |
| **Strategy 2:** |  |
| **Strategy 3:** |  |

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| **Implementation Plan—Action Steps** | |
| Document the action steps that will be taken to implement the strategies in accomplishing the Goal: |

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| **Action Step 1:** | Description: | | Match most effective teachers with the appropriate math course. | | | | | | | |
| Implementation Start Date: | | | 4/2012 | | Target Completion Date: | | | 8/2012 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | High School Administrator | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Teacher course schedules | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **NO** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 2:** | Description: | | Develop planned courses for Intro to Algebra, Algebra I and Geometry that align with both modules A and B of the Algebra and Geometry Keystone Standards. | | | | | | | |
| Implementation Start Date: | | | 4/2012 | | Target Completion Date: | | | 8/2012 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | High School and Jr. High Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Developed curriculum | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 3:** | Description: | | Establish a common assessment for the end of the Intro to Algebra course. | | | | | | | |
| Implementation Start Date: | | | 5/2012 | | Target Completion Date: | | | 8/2012 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | High school and Jr. High Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Common Assessment | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 4:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 5:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 6:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 7:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 8:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 9:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 10:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

**SL Goal #2 Action Plan Worksheet**

Will this Action Plan address the specific reason why the school did not make AYP \_\_\_Y\_\_

|  |
| --- |
| **Goal** |
| Place the 2nd highest priority **Systemic Challenge** in the cell below—this is the **Goal** of the **Action Plan**: |
| Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. |

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| **Indicators of Effectiveness** | | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. | Is the Indicator summative or formative? |
| January 2012 – January 2014 PSSA Math and Reading | PSSA scores will increase by 10% for all students and 12% for every relevant subgroup each year from 2011 to 2014. | Summative |
| 4Sight Scores January 2012 to January 2014 Math and Reading | The January scores for the same cohorts will increase by 10% from the previous January. | Formative |
| Administrator Walk-throughs | 80% of all classrooms will be using one of the identified instructional strategies. | summative |
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| **Strategies** | |
| Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1) | |
| **Strategy 1:** | Develop a library of research based instructional practices to be implemented across all classrooms.eve |
| **Strategy 2:** |  |
| **Strategy 3:** |  |

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| **Implementation Plan—Action Steps** | |
| Document the action steps that will be taken to implement the strategies in accomplishing the Goal: |

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| **Action Step 1:** | Description: | | Establish an instructional team to develop the library of resources. | | | | | | | |
| Implementation Start Date: | | | September 2012 | | Target Completion Date: | | | June 2013 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Principal | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Identified Team Members | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **No** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 2:** | Description: | | Team will research Best Practices and develop 10 instructional strategies. | | | | | | | |
| Implementation Start Date: | | | Sept. 2012 | | Target Completion Date: | | | June 2013 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Team Leader | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | List of strategies will be developed and submitted to the Principal. | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **No** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 3:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 4:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 5:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 6:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 7:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 8:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 9:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 10:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

**SL Goal #3 Action Plan Worksheet**

Will this Action Plan address the specific reason why the school did not make AYP \_\_\_Y\_\_

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| **Goal** |
| Place the 3rd highest priority **Systemic Challenge** in the cell below—this is the **Goal** of the **Action Plan**: |
| Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. |

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| **Indicators of Effectiveness** | | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. | Is the Indicator summative or formative? |
| 4Sight Scores January 2012 to January 2014 Reading | The January scores for the same cohorts will increase by 10% from the previous January. | Formative |
| 2014 PSSA Reading | PSSA scores will increase by 10% for all students and 12% for every relevant subgroup each year from 2011 to 2014. | Summative |
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| **Strategies** | |
| Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1) | |
| **Strategy 1:** | Establish data informed remedial reading labs which provide prescriptive tiered instruction for students identified as ‘at risk’. This addresses SLGQ #4.3 under student-focused systems. |
| **Strategy 2:** |  |
| **Strategy 3:** |  |

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| **Implementation Plan—Action Steps** | |
| Document the action steps that will be taken to implement the strategies in accomplishing the Goal: |

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| **Action Step 1:** | Description: | | Assign an expert teacher to teach this remedial reading lab course. | | | | | | | |
| Implementation Start Date: | | | 6/1/2012 | | Target Completion Date: | | | 8/24/2012 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | District Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Teacher schedules | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **No** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 2:** | Description: | | Identify at risk 8th grade students using PSSA, 4Sight and CDT data and schedule them in the remedial reading course. | | | | | | | |
| Implementation Start Date: | | | 5/2012 | | Target Completion Date: | | | 8/24/2012 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Building level administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Student schedules | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 3:** | Description: | | Administer and analyze CDT data to determine the effectiveness of interventions. | | | | | | | |
| Implementation Start Date: | | | 8/24/2012 | | Target Completion Date: | | | 6/12/2013 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Classroom teacher and data coordinator. | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Student data will evidence implementation of CDTs. Data meeting minutes will evidence data analysis. | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 4:** | Description: | | Analyze 4 Sight data to assess projected progress on PSSA test. | | | | | | | |
| Implementation Start Date: | | | 9/2012 | | Target Completion Date: | | | 5/2013 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Classroom teacher and data coordinator | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Data meeting minutes will evidence data analysis. | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 5:** | Description: | | Transition meetings will occur between 9th/10th and 10th/11th grade level teachers to ensure student supports remain in effect in the general education classroom. | | | | | | | |
| Implementation Start Date: | | | 5/2013 | | Target Completion Date: | | | 6/2014 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Building level principals | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Meeting minutes. | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 6:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 7:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 8:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 9:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 10:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

**SL Goal #4 Action Plan**

Will this Action Plan address the specific reason why the school did not make AYP \_\_\_Y\_\_

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| **Goal** |
| Place the 4th highest priority **Systemic Challenge** in the cell below—this is the **Goal** of the **Action Plan**: |
| Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity. |

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| **Indicators of Effectiveness** | | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. | Is the Indicator summative or formative? |
| 4Sight Scores January 2012 to January 2014 Math and Reading | The January scores for the same cohorts will increase by 10% from the previous January. | Formative |
| 2014 PSSA Math and Reading | PSSA scores will increase by 10% for all students and 12% for every relevant subgroup each year from 2011 to 2014. | Summative |
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| **Strategies** | |
| Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1) | |
| **Strategy 1:** | Create a broad 3-5 year professional development plan aligned to the district’s instructional priorities. This will address SLGQ# 8.2 under professional development systems. |
| **Strategy 2:** |  |
| **Strategy 3:** |  |

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| **Implementation Plan—Action Steps** | |
| Document the action steps that will be taken to implement the strategies in accomplishing the Goal: |

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| **Action Step 1:** | Description: | | Identify the top six district instructional priorities. | | | | | | | |
| Implementation Start Date: | | | 5/2012 | | Target Completion Date: | | | 6/2015 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | District Administration/Building level principal | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Professional Development Plan | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **No** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 2:** | Description: | | Map out 3 year plan assigning initiative PD with appropriate inservice days. | | | | | | | |
| Implementation Start Date: | | | 5/2012 | | Target Completion Date: | | | 8/24/2012 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Building Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | 3 year PD plan | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 3:** | Description: | | Identify and schedule experts to facilitate PD on each initiative. | | | | | | | |
| Implementation Start Date: | | | 5/2012 | | Target Completion Date: | | | 6/2013 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Building Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | PD schedules | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 4:** | Description: | | Communicate the completed PD plan to staff. | | | | | | | |
| Implementation Start Date: | | | 8/24/2012 | | Target Completion Date: | | | 6/2014 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Building Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Opening day agendas/handouts | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 5:** | Description: | | Develop walkthrough forms to ensure fidelity of implementation of PD initiatives. | | | | | | | |
| Implementation Start Date: | | | 8/24/2012 | | Target Completion Date: | | | 6/2014 | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | | Building Administration | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | | Walkthrough forms | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | | **no** |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 6:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 7:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

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| **Action Step 8:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step 9:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step 10:** | Description: | |  | | | | | | | |
| Implementation Start Date: | | |  | | Target Completion Date: | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | | | |  | | | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | | |  | | | | | |
| Is this Action Step a *professional development* activity or initiative? (YES or NO)  If YES, you may complete the **optional** Professional Development Action Step Worksheet. | | | | | | | | | |  |
| **Optional Identification of Anticipated Costs** | | Year 1 | |  | Year 2 |  | Year 3 | |  | |

To download additional optional SL Professional Development Action Step Worksheet visit: <http://tinyurl.com/SL-PD-Action-Step-Worksheet>

**Optional School Level Professional Development Action Step Worksheet**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title | |  | | | | | | | | |
| Description | |  | | | | | | | | |
| Start | |  | | | End | |  | Person Responsible | |  |
| Hours Per Session | | | |  | | # of Sessions | |  | # of Participants |  |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Provider |  | PDE Approved |  | Yes |  | No |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Provider Type |  | School Entity |  | College or University | |  | Non-profit Organization |
|  | IU |  | Association | |  | For Profit Company |
|  | Individual |  | Other: |  | | |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| Knowledge Gain |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| Research & Best Practices Base |  | | |
|  | | | |
| For classroom teachers, school counselors and education specialists  (Check all that apply) | |  | Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. |
|  | Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. |
|  | Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
|  | Empowers educators to work effectively with parents and community partners. |
|  | | | |
| For school and district administrators, and other educators seeking leadership roles  (Check all that apply) | |  | Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. |
|  | Provides leaders with the ability to access and use appropriate data to inform decision-making. |
|  | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
|  | Instructs the leader in managing resources for effective results. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Training Format |  | District Whole Group Presentation | | | | | | | | |  | | Series of Workshops | | |
|  | School Whole Group Presentation | | | | | | | | |  | | Live Webinar | | |
|  | Department Focused Presentation | | | | | | | | |  | | Podcast | | |
|  | Online-Synchronous | | | | | | | | |  | | Online-Asynchronous | | |
|  | | | | | | | | | | | | | | | | |
| Participant Roles |  | Classroom teachers | | | | | | | |  | | Principals / Asst. Principals | | | |
|  | Supt/Asst Supts. | | | | | | | |  | | School counselors | | | |
|  | Other Educational specialists | | | | | | | |  | | Classified Personnel | | | |
|  | | | | | | | | | | | | | | | |
| Grade Levels |  | EEP | |  | | EEI | |  | MS | | |  | | HS |  |
|  | | | | | | | | | | | | | | | |
| Follow-up Activities  (Check all that apply) | | |  | | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | | | | | | | | | | |
|  | | Analysis of student work, with administrator and/or peers | | | | | | | | | | |
|  | | Creating lessons to meet varied student learning styles | | | | | | | | | | |
|  | | Peer-to-peer lesson discussion | | | | | | | | | | |
|  | | Lesson modeling with mentoring | | | | | | | | | | |
|  | | Journaling and reflecting | | | | | | | | | | |
|  | | Other: | |  | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Evaluation Methods  (Check all that apply) | | |  | | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. | | | | | | | | | | |
|  | | Student PSSA data | | | | | | | | | | |
|  | | Standardized student assessment data other than the PSSA | | | | | | | | | | |
|  | | Classroom student assessment data | | | | | | | | | | |
|  | | Participant survey | | | | | | | | | | |
|  | | Review of participant lesson plans | | | | | | | | | | |
|  | | Review of written reports summarizing instructional activity | | | | | | | | | | |
|  | | Portfolio | | | | | | | | | | |
|  | | Other: | |  | | | | | | | | |

**Achievement and Performance Targets**

Title I schools are required to establish specific, annual, measurable targets for continuous and substantial progress by each relevant subgroup, which if met or exceeded, will ensure all such groups of students will meet Pennsylvania’s proficient level of achievement on the PSSA Reading and Math assessments on or before the Spring 2014 PSSA testing.

PDE requests all schools that are required to submit improvement plans establish specific, annual, measureable targets for continuous and substantial progress for each relevant subgroup by grade, which if met or exceeded, will ensure all such groups of students will meet Pennsylvania’s proficient level of achievement on the PSSA Reading and Math assessments on or before the Spring 2014 PSSA testing. Targets should be set for all student groups for which PSSA results were reported from the most recent testing period, regardless of whether the subgroup did or did not make AYP.

**Reading Targets (Required)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Were AYP results reported for this group in 2011? | **Target**:  Percentage of Students Proficient or Advanced | | | | | | |
| Grade Level | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 11 |
| Students Overall | yes |  |  |  |  |  |  | 78% |
| White | yes |  |  |  |  |  |  | 91% |
| Black | yes |  |  |  |  |  |  | 53% |
| Hispanic | no |  |  |  |  |  |  |  |
| Asian/Pacific Islander | no |  |  |  |  |  |  |  |
| Native American | no |  |  |  |  |  |  |  |
| IEP | no |  |  |  |  |  |  |  |
| ESL | no |  |  |  |  |  |  |  |
| ED | yes |  |  |  |  |  |  | 65 |

**Math Targets(Required)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Were AYP results reported for this group in 2011? | **Target**:  Percentage of Students Proficient or Advanced | | | | | | |
| Grade Level | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 11 |
| Students Overall | Yes |  |  |  |  |  |  | 78% |
| White | Yes |  |  |  |  |  |  | 89% |
| Black | Yes |  |  |  |  |  |  | 53% |
| Hispanic | No |  |  |  |  |  |  |  |
| Asian/Pacific Islander | No |  |  |  |  |  |  |  |
| Native American | No |  |  |  |  |  |  |  |
| IEP | No |  |  |  |  |  |  |  |
| ESL | No |  |  |  |  |  |  |  |
| ED | Yes |  |  |  |  |  |  | 62% |

**Student Performance Targets**

A. Test Participation:

* All schools that are required to submit school level plans to PDE must set test participation targets for PSSA Math and Reading assessments.
* The NCLB minimum level of participation for each test is 95%, i.e. at least 95% of eligible students must participate in the PSSA Math assessments and in the PSSA Reading assessments.
* If a school fails to meet the NCLB minimum test participation target of 95% in either Reading or Math, the school will not make adequate yearly progress (AYP).
* Set the school targets for test participation in the following table:

**Test Participation Targets for PSSA Reading and Math (Required)**

|  |  |
| --- | --- |
| Set the target for the minimum percentage of students participating in PSSA—Reading: | **95%** |
| Set the target for the minimum percentage of students participating in PSSA—Math: | **95%** |

B. Attendance:

* All schools that are required to submit school level plans to PDE and containing grades in the K-8 range must set a school attendance target.
* The minimum NCLB attendance rate is 90% or improvement over the previous year’s attendance.
* If a school containing grades in the K-8 range fails to meet the NCLB attendance rate of 90% (or improvement over the previous year’s attendance), the school will not make AYP.
* Set the school target for attendance rate below:

**Attendance Rate Target (Required)**

|  |  |
| --- | --- |
| Set the attendance rate target for the school: |  |

C. Graduation Rate:

* All high schools that are required to submit improvement plans to PDE must set a target for graduation rate.
* A new 4-year Cohort Graduation Rate calculation is now being implemented. Schools may obtain further information about the Graduation Rate Calculation via the following link:<http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237/info/757639>.
* According to a document at the above referenced site: “Pennsylvania to revisit graduation goals and targets for the 2011-2012 AYP reporting year to ensure compliance with the new USDOE regulations, Pennsylvania is currently analyzing LEA/charter school data to determine goals and targets that ensure the greatest accountability while taking into account the many factors that affect high school graduation rates.”
* Targets and goals will have to demonstrate “continuous and substantial” improvement from the previous year.
* Set the school target for graduation rate below:

**Graduation Rate Target(Required)**

|  |  |
| --- | --- |
| Set the graduation rate target for the school: | **62%** |

**FYI - State Average is 78.73%**

**Appendix**

**List of Assessments**

**Summative Assessments**

|  |  |
| --- | --- |
| Evaluation of Portfolios of Student Work | SAT 9/10 |
| Keystone Exams | Scientific Experiments |
| Locally Validated Standards Aligned Assess | Teacher developed CBE's |
| NAEP | Terra Nova |
| Other Standardized Tests | Textbook Assessments |
| PASA | Works of Art, Musical, Theatrical or Dance |
| PSSA | Written Work by Students |
| PSSA-M |  |

**Benchmark Assessments**

|  |  |
| --- | --- |
| 4Sight | LEA Reading Series |
| ACCESS2KNOW | NWEA/MAP |
| Acuity | PLATO |
| AIMSWeb | Princeton Review |
| DIBELS | Scantron-Performance Series |
| Fountas & Pinnell BAS | Scholastic Reading Inventory (SRI) |
| G-MADE | STAR Enterprise |
| GRADE | Study Island |
| LEA Mathematics Series | Textbook Assessment |

**Formative Assessments**

|  |  |
| --- | --- |
| Demonstration, performances, products and projects | Response Cards |
| Diagnostic Assessments | Scientific Experiments |
| Evaluations of Portfolios of Student Work | Teacher developed CBE's |
| Exit Tickets | Textbook Assessment |
| Fitness Assessments | Works of Art, Musical, Theatrical or Dance |
| Progress Monitoring | Written Work by Students |

**Diagnostic Assessments**

|  |  |
| --- | --- |
| Adapted Physical Education Assessment | GRADE |
| Classroom Diagnostic (CDT) | Running Records |
| DRAs | Textbook Assessments |
| GMADE |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PDE Recognized Strategies** | | | | |
| 21st Century Skills Curriculum Redesign | Dialogic Reading | | | Preschool Quality and Program Expansion |
| 21st Century Skills Focused Professional Development | Differentiating Instruction | | | Problem Solving Skill Building Programs |
| 21st C Skills Incorporation into Formative Assessments | Disruptive Problem Behavior Program | | | Project GRAD |
| 21st C Skills Incorporation into Student Projects | Diversity Training | | | Reading Across the Curriculum |
| 21st C Skills Incorporation into Summative Assessments | Dropout Prevention Expansion | | | Reading Recovery |
| 21st C Skills Performance-based Assessments | Dual Enrollment Opportunities | | | Reciprocal teaching |
| Accelerated Middle Schools | Education Foundation Coordination | | | Safe School Programs Implementation |
| After School Programs | Efficient Administrative Structure | | | School Board Member Education |
| Anti-Drugs and Violence Program | Faculty Mentoring Programs Implementation | | | School-Community Building |
| Book Clubs | Family Literacy Activities | | | Self-Fund Employee Benefits |
| Career Academies | Financial Incentives for Teen Parents | | | Shared Book Reading |
| Career Pathways | Full Day Kindergarten | | | Social and Emotional Wellness Programs |
| Character and Social Skill Building Programs | High School Redirection | | | Staff Turnover Reduction |
| Classroom Size Reduction | Instructional Coaching | | | Student to Staff Reduction |
| Common Assessment within Grade/Subject | Instructional Conversations | | | Summer School Programs Expansion |
| Comprehensive Communication Procedures | Instructional Leadership Capacity Building | | | Summer Training and Education Program |
| Comprehensive Reading and Writing Program | Instructional Time Increase | | | Talent Development High Schools |
| Computer-based Mathematics Program | Joint Purchasing Agreements | | | Talent Search |
| Computer-based Reading Program | Length of School Day Increase | | | Professional Development and Training |
| Cost-Effective Auxiliary Services | Literature Logs | | | Teacher Aides Insertion |
| Cost-Effective Facilities Use | Middle College High Schools | | | Teacher and Administrator Recruitment |
| Counselor-to-Student Ratio Reduction | Online Learning Opportunities | | | Technology Access and Training Increase |
| Credit Recovery Program | Parent and Community Feedback System | | | Technology Infrastructure Enhancement |
| Curriculum Mapping of 21st Century Skills | Peer Response Groups | | | The National Guard Youth Challenge Program |
| Curriculum Revision Schedule Cycle | Periodic Review of Curricula | | | Student Learning Communities |
| Data Analysis Procedures | Periodic Review of Technology | | | Tutoring Assistance |
| Data-Informed Instruction | Phonological Awareness Training | | | Variety of Student Achievement Assessments |
| Data Teams | Pre-K Mathematics | | | Vertical Articulation of Curriculum |
| Data Warehousing | Preschool Literacy Curriculum | | |  |
|  | | |  | |
| Augenblick, Palaich and Associates, Inc., Costing Out the Resources Needed to Meet Pennsylvania’s Public Education Goals, 2007. (Available at: <https://www.epiconline.org/files/pdf/PA_Costing_Out_Study_Final%20(APA).pdf>  Partnership for 21st Century Skills: Implementation Guides  (Available at <http://www.p21.org>) | | Joint State Government Commission, High-Performing and Low-Spending School Districts:  Best Practices and Other Factors, December 2010. (Available at: <http://jsg.legis.state.pa.us/publications.cfm?JSPU_PUBLN_ID=186>)  U.S. Department of Education, Institute of Education Sciences, National Center for Education  Evaluation and Regional Assistance, What Works Clearinghouse.(Available at <http://ies.ed.gov/ncee/wwc/>) | | |

1. Possible, but not all-inclusive list of roles: Principal, CAO, Assistant Principal, Instructional Coach, Guidance Counselor, District Administrator, Special Education Teacher, Regular Education Teacher, District Administrator, External Consultant, Parent or Student. [↑](#footnote-ref-1)
2. “A way of being that enables both individuals and organizations to respond effectively to people who differ from them.” R. B. Lindsey, K. N. Robbins and R. Terrell. (2003) Cultural Proficiency: A Manual for School Leaders. Thousand Oaks, CA: Corwin Press [↑](#footnote-ref-2)